

Carleton University  
Fall 2020  
Department of English

**ENGL 4607 A/ENGL 5606 F: *Studies in 20<sup>th</sup>- and 21<sup>st</sup>-Century Literature***  
***Topic: Disability and Time in 20<sup>th</sup>- and 21<sup>st</sup>-Century Fiction***  
**Prerequisites: fourth-year standing or permission of the department**  
**Preclusions: none**

**Tuesday 2:35 pm – 5:25 pm**  
**Location: *Please confirm location on Carleton Central***  
**Format: *Blended***

**Instructor: Adam Barrows**  
**Email: adam.barrows@carleton.ca**  
**Office: DT 1901**  
**Phone: 613-520-2600 x4093**  
**(voicemail will be checked semi-regularly – email preferred)**  
**Office Hours (virtual): by appointment**

**Course description:** This course examines the literary representation of physical and intellectual disability from the perspective of time and temporality. Writers have often used characters with disabilities as a gateway to conceptualizing alternative forms of temporal being. Exoticizing disability by rendering its time(s) and temporal experience(s) as alien, bewildering, and challenging to the norm, literary disability's chronotopes often have as much to tell us about how ableist societies construct their temporal others as they have to say about the temporal experience(s) of disability. We will examine the ways in which creative literature has constructed the time of disability not only by looking at the temporality of its disabled characters but also at the ways in which narrative structures comment on and/or participate in the temporal regulation of disabled bodies and minds.

**Learning Outcomes:** In this course students will learn to: identify and discuss key themes and formal features of representative works of fiction by a range of English language writers of fiction whose work includes a representation of disability; independently research the work of one English language writer of their choice whose work involves the representation of disability; as appropriate, place works by English language writers within their national, cultural, political and historical contexts; conduct secondary research in the service of original literary analysis and argumentation.

**Required Texts** (available through the Carleton bookstore or online retailer of your choice):

Dick, Philip K. *Martian Time-Slip*. Mariner Books, 2012.

Faulkner, William. *The Sound and the Fury*. Vintage, 1990.  
Lessing, Doris. *The Fifth Child*. Vintage, 1989.  
Sinha, Indra. *Animal's People*. Simon & Schuster, 2009.  
Vonnegut, Kurt. *Slaughterhouse-Five*. Dial Press, 1999.

**Course calendar:** (This schedule is subject to change at my discretion. All reading assignments must be completed before the date they are listed). Online lectures will be made available by 2:35 pm on the date indicated and **will remain available for the duration of the semester**. REQUIRED ZOOM discussion meetings will occur every OTHER week (except in December) as indicated on the calendar. They will begin at 2:35 pm on the indicated date(s). They **will not be recorded**. **Please note: all times listed are Eastern Standard Time.**

- Sep 15** Introduction, syllabus overview, and introductory comments on *The Sound and the Fury* (**lecture posted on CULearn by 2:35 pm**)
- Sep 22** Faulkner, *The Sound and The Fury* (first two sections: “April Seventh, 1928” and “June Second, 1910”)  
Secondary Reading: Sartre, “On *The Sound and the Fury*: Time in the Work of Faulkner” (available on CULearn)  
**(ZOOM meeting – 2:35 pm)**
- Sep 29** Faulkner, *The Sound and the Fury* (to the end of the novel, including Appendix)  
Secondary Reading: Truchan-Tataryn, “Textual Abuse: Faulkner’s Benjy” (available on CULearn)  
**Discussion questions due by September 28<sup>th</sup> at 11:55 pm on CULearn;**  
**Discussion responses due by September 29<sup>th</sup> at 2:35 pm**
- Oct 6** Dick, *Martian Time-Slip* (chapters 1-8)  
Secondary Reading: Bérubé, excerpt from *The Secret Life of Stories* (pages 85-103) (available on CULearn)  
**(ZOOM meeting – 2:35 pm)**
- Oct 13** Dick, *Martian Time-Slip* (chapters 9-16)  
Secondary Reading: Weeber, “Archival Impulses, Historical Anxieties: Preservation and Erasure in Philip K. Dick’s *Martian Time-Slip*” (available on CULearn)  
**Discussion questions due by October 12<sup>th</sup> at 11:55 pm on CULearn;**  
**Discussion responses due by October 13<sup>th</sup> at 2:35 pm**
- Oct 20** Vonnegut, *Slaughterhouse-Five* (chapters 1-5)  
Secondary Reading: Veas-Gulani, “Diagnosing Billy Pilgrim: A Psychiatric Approach to Kurt Vonnegut’s *Slaughterhouse-Five*” (available on CULearn)  
**(ZOOM meeting – 2:35 pm)**

- Oct 27** BREAK
- Nov 3** Vonnegut, *Slaughterhouse-Five* (chapters 6-10)  
 Secondary Reading: Barrows, “‘Spastic in Time’: Time and Disability in Kurt Vonnegut’s *Slaughterhouse-Five*” (available on CULearn)  
**Discussion questions due by November 2<sup>nd</sup> at 11:55 pm on CULearn;**  
**Discussion responses due by November 3<sup>rd</sup> at 2:35 pm**
- Nov 10** Lessing, *The Fifth Child*  
 Secondary Reading: Clark, “re-reading horror stories: maternity, disability and narrative in Doris Lessing’s *The Fifth Child*” (available on CULearn)  
  
**(ZOOM meeting – 2:35 pm)**  
  
**Annotated Bibliography Due (by 11:55 pm on CULearn)**
- Nov 17** Sinha, *Animal’s People* (“Tape One” through “Tape Fifteen”)  
 Secondary Reading: Cao, “Disabled and Vulnerable Bodies in Indra Sinha’s *Animal’s People*: Transcending the Human and Nonhuman World” (available on CULearn)  
**Discussion questions due by November 16<sup>th</sup> at 11:55 pm on CULearn;**  
**Discussion responses due by November 17<sup>th</sup> at 2:35 pm**  
  
**Optional Partial Draft Due (by 11:55 pm on CULearn)**
- Nov 24** Sinha, *Animal’s People* (to end of novel)  
 Secondary Reading: O’Brien, “‘We Thought the World Was Makeable’: Scenario Planning and Postcolonial Fiction” (available on CULearn)  
  
**(ZOOM Meeting – 2:35 pm)**
- Dec 1** **(ZOOM meeting for graduate seminar presentations – 2:35 pm)**  
  
**Optional Complete Draft Due (by 11:55 pm on CULearn)**
- Dec 8** **(ZOOM meeting for graduate seminar presentations – 2:35 pm)**
- Dec 11** **Final Essay Due (by 11:55 pm on CULearn)**

**Evaluation:**

**For 4607 students:**

**Discussion Question Participation: 20%**

**Annotated Bibliography: 20%**

**Final Essay: 60%**

**For 5606 students:**

**Discussion Question Participation: 10%**

**Annotated Bibliography 10%**

**Seminar Presentation: 20%**

**Final Essay: 60%**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Discussion Questions:** On four of the class periods this semester (they are indicated on the course calendar), you will be asked to contribute written discussion questions and/or responses on the reading material for that day. **5606 students:** You must contribute at least **ONE** discussion question for each of the four class periods. You may also contribute as many responses as you like to existing discussion questions. **4607 students:** You must provide a response to at least **THREE** discussion questions for each class period. You may also contribute a question and you may respond to more questions if you wish.

**Annotated Bibliography:** For this assignment, you will present 8-12 secondary critical sources which are likely to be cited in your final essay on the work of a twentieth or twenty-first century writer. For each bibliographical entry, you must provide a substantial paragraph in which you summarize the thesis and major evidence of the critic, suggesting ways in which the source affirms or challenges the claims made by other critics included in your bibliography. You should cite significant language from each source (with page numbers). This assignment will require intensive reading in the critical literature on your chosen author. The source need not necessarily treat the author as its main subject. You may, for instance, find substantive but passing references to your subject in longer book-length studies. The source may not explicitly deal with your author, but in such cases you must provide a clear rationale in the annotation as to why the source is relevant. **Due November 10<sup>th</sup> on CULearn by 11:55 pm.** Late assignments will be accepted with a 10 point deduction.

**Final Essay:** For this assignment, you will discuss time/temporality in the work of a twentieth or twenty-first century writer whose work engages with disability. The writer may or may not be represented on the syllabus. However, should you choose an author represented on the syllabus, the primary text you analyze should be different from the work listed on the syllabus. Your essay should make an original argument about time and/or disability in the work you have chosen and draw substantive connections with the themes and issues discussed in class. You are expected to make meaningful connections between your chosen primary text and the works on the syllabus and to engage with relevant secondary criticism. Your essays will be evaluated on the basis of the following criteria: originality of thesis, creativity and relevance of primary literary analysis, engagement with relevant secondary sources, logic, organization, and mechanics. Essays should be 3,000 words long (about 12 double-spaced pages). **Due December 11<sup>th</sup> on CULearn by 11:55pm.** Late assignments will be accepted with a 10 point deduction.

Early Submission Options: You have the option to submit early drafts of the final essay for assessment. Participating in one of the early submission options reduces the grade percentage of the final draft, as explained below:

Option One: Submit Final Essay on **December 11<sup>th</sup>** (60%)

Option Two: Submit Partial Draft (at least five pages) on **November 17<sup>th</sup>** (10%) and Final Essay on **December 11<sup>th</sup>** (50%)

Option Three: Submit Partial Draft (at least five pages) on **November 17<sup>th</sup>** (10%), Complete Draft on **December 1<sup>st</sup>** (20%) and Final Essay on **December 11<sup>th</sup>** (30%)

**Seminar Presentations (5606 students only):** You will deliver a 15 minute ZOOM presentation on the topic of a work of twentieth- or twenty first-century literature that is not represented on the course syllabus and that has a meaningful relationship to the topic of time and/or disability. Your presentation should demonstrate a nuanced knowledge of the selected work and should make relevant connections between that work and the course themes and topics. The topic is likely to be (but need not necessarily be) the subject of your final essay. Presentations will be evaluated on the basis of the student's demonstration of effective primary and secondary research skills, style and clarity of communication, and pedagogical effectiveness.

## **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment,

failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

#### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

#### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>